



Southeast Polk Junior High

Faculty Handbook 2012-2013

CONTACT INFORMATION

Principal	Mike Dailey	Cell 669-0334
Associate Principal	Nathan Ballagh	Cell 238-9640
S.A.M.	Monica Capper	563-340-2602

VISION
LEARN. LEAD. LIVE.
Success for college, career, and civic life.

MISSION
Engage all students in learning a challenging curriculum delivered through quality instruction.

CORE VALUES
Students First High Expectations Collaboration
Integrity Stewardship Adaptability Respect

- DISTRICT PARAMETERS**
- We will not tolerate ineffective employees.
 - We will not tolerate abuse of school property.
 - We will not tolerate ineffective communication among board, staff, and community.
 - We will practice participatory management at all levels of the organization.
 - All non-mandated courses, programs, and activities shall not survive beyond three years without justification for continuance.
 - We will not allow a budget deficit to occur using generally accepted accounting principles.
 - We will not accept poorly maintained equipment and facilities.
 - We will expect effective behavior management by all students and employees.
 - We will not tolerate harassment or verbal, emotional, or physical abuse.
 - The mission statement shall not stand for more than three years without review.
 - Nothing will interfere with a student's right to learn or a teacher's right to teach.
 - We will not operate without adherence to our strategic plan.
 - We will not tolerate graduation of a student not meeting District Outcomes.
 - We will not discourage parent/community involvement.
 - We will not tolerate poor attendance by students or employees.
 - We will not tolerate illegal use or abuse of alcohol and controlled substances.
 - We will not tolerate any individual's safety being jeopardized.
 - We will not tolerate inconsistent enforcement of discipline policies by all employees.

DISTRICT STUDENT EXIT OUTCOMES

ALL Southeast Polk students will be...

- 1) **Self-Directed Learners** who use positive core values to create a positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.
- 2) **Collaborative Workers** who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.

- 3) **Complex Thinkers** who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.
- 4) **Community Contributors** who use their time, energies, and talents to improve the welfare of others and the quality of life in their diverse communities.
- 5) **Quality Producers** who create intellectual, artistic, practical, and physical products that reflect originality, high standards, and the use of advanced technologies.
- 6) **Wellness Practitioners** who achieve states of wellness characterized by the total integration of body, mind, and spirit and by harmonious relationships within the social environment, with an understanding that health is not just the absence of disease or discomfort, but the ability to function effectively and happily for as long as possible.
- 7) **Global Participants** who engage in the maintenance of our ecosystem through individual awareness and good personal habits; understand the role of the United States in the global economy; and contribute on a personal level to an improved quality of life for all people.
- 8) **Effective Communicators** who listen and respond to others' ideas and needs, relate information in various situations, and demonstrate verbal and nonverbal communications skills.

JUNIOR HIGH MISSION STATEMENT

The mission of Southeast Polk Junior High is to provide a safe and nurturing learning environment that promotes positive social, emotional, and intellectual growth of all students to establish them as life-long learners, and productive citizens of good character.

STUDENTS ARE...

- The most important people in our business.
- Not dependent on us, we are dependent on them.
- Not an interruption of our work, they are the purpose of it.
- Doing us a favor when they ask us for our help.
- Human beings with feelings and emotions like our own.
- Not the ones to argue or match wits with.
- People who bring us their wants.
- Deserving of the most courteous and attentive treatment we can give them.
- The life-blood of this institution.

JUNIOR HIGH PBIS GUIDELINES FOR SUCCESS (RAMS ROCK)

Respect Others
Own Our Actions
Care About Others
Keep Achieving

Purpose

The purpose of the faculty handbook is to provide information concerning policies, procedures, and expectations of the Southeast Polk Junior High School. The policies established by the Southeast Polk Board of Education govern the scope, formation and implementation of all policies and procedures at the school building level.

A copy of all Board of Education policies can be found online at www.southeastpolk.org and may be inspected for information or references during normal office hours. Office copies of those policies may not be removed from the office without the consent of the building principal.

All building procedures are subject to modification, additions or deletions. Procedures are intended as a guide and are designed to provide a reference for consistency in operating at the building level.

PHILOSOPHY

It is the obligation of Southeast Polk Junior High School to provide for our students' opportunities in all facets of intellectual pursuits, as well as other worthwhile activities. If we, as professional educators, are not challenging our students every day, we are failing in this obligation. Every teacher, student, and situation is different. Therefore, adjustments must be made to provide the best educational opportunities. Southeast Polk Junior High School supports the intellectual, physical, emotional, social, and behavioral growth of all students.

We are all members of a professional team, and we need to respect, value, and utilize the contributions others make to the welfare of our school. We are all continually challenged by the underlying question that drives our philosophy, "Are we doing what is best for our students?"

CODE OF ETHICS

Preamble:

- Educators are members of a profession, which stresses service and leadership within the community.
- Educators, whatever their positions within the profession, subscribe to a code of ethics designed to stimulate exemplary performance.
- Educators, sharing the same burden as other professionals, should be self-policing. They are expected to act wisely for the benefit of their students, their colleagues, and their community.
- Educators agree that resolution of their problems should be made through deliberate exercise of reason, with equity always foremost, and with reference to law and the rules and regulations of the institution wherein the problems arose.
- The educator's primary interests are student learning and discovery of truth. He/She is objective in examining and presenting evidence and respects students and colleagues' opinions.
- The educator is obligated to help his/her students become well-informed and to think for themselves. He/She stimulates the free pursuit of knowledge within his/her field of competence and assignment. He/She rejects the persistent intrusion of material which, in his/her judgment, has no relation to the subject matter of his/her courses.
- The educator recognizes the sometimes-sensitive nature of his/her relationship with students and colleagues and accepts the principle of confidentiality. Furthermore, he/she avoids exploitation of students and colleagues for private gain and/or partisan interest.
- The educator, whatever his/her position within his/her institution, has considerable power over others. He/She exercises that power prudently, knowing his/her capacity to affect the lives of students and colleagues.
- The educator abides by the reasonable rules and regulations of his/her institution and works in an orderly manner to effect changes, which he/she believes desirable. He/She accepts his/her share of responsibility to cooperate with colleagues in the community of scholars and in the equitable governance of his/her institution.
- The educator subscribes to principles of academic freedom for students and colleagues alike. He/She recognizes that academic freedom is a sham if denied to anyone and if practiced without responsibility.
- The educator accepts his/her responsibility for explaining and interpreting his/her professional principles and actions when reasonable questions arise, whether from colleagues, students, community, or the profession as a whole.
- The educator recognizes that his/her actions may easily reflect credit or discredit upon his/her institution. He/She conducts himself/herself, therefore, with decorum. He/She is free to act, write, and speak in exercise of his/her constitutional rights and personal beliefs but he/she is careful to distinguish between his/her activities as a private citizen and as a representative of his/her institution.
- The educator respects the principles and practices of due process and in his/her institution. He/She seeks justice for others in the same spirit that he/she seeks it for himself/herself.

STUDENT ATTENDANCE

Attendance will be taken each period of the day. Attendance will be maintained through the use of the computer network program, Infinite Campus. Please monitor attendance accurately. It is encouraged that you take attendance at the start of each period. Modifications to attendance records can be re-entered at the end of the period. If you are unable to modify student attendance it is because the absence has been "resolved" by the office. The office attendance secretary should be contacted if you notice a student is present and you are unable to count them present.

Attendance is an essential element in maintaining our student expectations. Staff members are expected to keep updated class lists readily available for use during evacuations.

STUDENT TARDINESS

Students who are tardy to Advisory must report to their Advisor where they will be marked tardy in Infinite Campus. Please follow the PBIS Steps to Classroom Behavior Management for student tardiness. Students who are tardy to their first hour class of the day must report to the guidance office for a pass before they can be admitted to class. Tardies for all other classes will be recorded by the individual teachers. Please record daily attendance of students each period on Infinite Campus. You are expected to take attendance at the start of class and note any changes during the class period. Please make changes to your attendance log and record these changes on Infinite Campus at the end of each period. Accurate daily attendance records are essential to help maintain accurate office records.

STAFF MEMBER ABSENCE

Mike Dailey Cell: 515-669-0334

AESOP is our automated substitute caller system. AESOP will be responsible for finding substitute teachers for the district. The following guidelines will be used.

Personal and professional leave of staff will be subject to the discretion of the building principal and district office approval. Personal leave must first be approved prior to the staff member entering the leave on AESOP. Staff interested in professional leave should present information to the building principal that supports a rationale for how the leave impacts district initiatives, building goals, or professional growth in their department. Emergency leave during a contract day that is for one hour or less, and adequate class coverage is arranged, is at the discretion of the building principal. Emergency leave during a contract day that is for more than one hour may require completion of a leave form and counted as a half day absence.

Staff members planning an absence will complete the proper form and give it to the building principal for approval. Staff members will also enter the leave on the AESOP system.

Any staff member that is in need of a sub on short notice because of illness or emergency should enter the absence on AESOP as soon as possible. Please keep in mind that substitute teachers are in short supply. The staff member may wish to communicate any special instructions they may have for the sub in the AESOP substitute notes section. Attachments may also be uploaded.

Request for emergency leave during the school day should be handled through the Junior High office. The principal or secretary will secure a substitute or make alternative arrangements.

It is expected that all staff members maintain a substitute folder complete with:

- class lists
- seating charts
- emergency information
- classroom expectations & procedures
- class schedule complete with times
- additional prepared activities in the event of students finishing activity early.
- accommodations for special needs students should be included in this sub folder.

Substitute folders should be clearly marked and stored in the Junior High office. In addition to a well maintained substitute folder, it is expected that daily lesson plans are maintained at all times. Daily lesson plans complete with planned special events should be kept visibly on the teacher's desk.

Give substitute teachers an opportunity to teach and engage with students. Students recognize when an activity is of value, or not of value. Creating an authentic teaching environment may help to reduce discipline issues with students and provide a more worthwhile learning situation for both students and substitutes.

EMERGENCY PROCEDURES

Fire emergency procedures and evacuation routes should be covered with students early in the year and revisited routinely. Emergency exit routes are required to be posted at eye level near the door to your classroom. Emergency exits are required to be visibly marked. Fire evacuation drills will be conducted each semester. The signal for a fire drill is a loud persistent buzzer.

- students walk in single file
- students stay with your teacher
- move away from the building to a safe distance
- teachers take a class list of students with you outside
- teachers conduct role call procedures to ensure all students are accounted for
- teachers supervise your students to reduce inappropriate behavior and traffic concerns
- wait for all clear signal from office

Tornado/Storm emergency procedures and safety routes should be covered with students early in the year and revisited routinely. Emergency safety routes are required to be posted at eye level near the door to your classroom. Tornado/Storm drills will be conducted each semester. The signal for a tornado/storm drill is a pulsating tone through the intercom system.

- students walk in single file
- students stay with your teacher
- take safety precautionary measures
- teachers take a class list of students with you
- teachers conduct role call procedures to ensure all students are accounted for
- teachers supervise your students to reduce inappropriate behavior
- wait for all clear signal from the office

Code Yellow emergency procedures and safety routines should be covered with students early in the year and revisited routinely. Emergency safety drills will be conducted each semester. The signal for a Code Yellow drill will typically be an announcement over the intercom system. Should circumstances warrant the non-use of the intercom, classes will be notified room to room.

“Attention students and staff. We are now under a Code Yellow Intruder Drill. Staff, please take appropriate actions. Students, immediately return to your classroom.” Or “Students, immediately return to the nearest classroom possible”

“Please continue this drill until you hear an all clear signal over the intercom. Once again, we are now under a Code Yellow Intruder Drill.

All Clear Signal: “Attention students and staff. This concludes our Code Yellow Drill. Please resume with your schedules. Again, this concludes our Code Yellow Drill. Thank you.”

- Lock door
- Lights off
- Draw window blinds
- Move away from windows
- Move out of view of the window on classroom door
- Keep students lower than the desks
- Keep quiet
- Check attendance
- Call office if you know a student is out of your room

Before/after each drill, process and discuss safety procedures and reasons for the drills with students. Teachers should be aware of substitute teachers in neighboring classrooms and assist as needed.

INCLEMENT WEATHER

On days inclement weather forces a delay or closing to Southeast Polk schools, announcements will be made through local media. The Southeast Polk Junior High Twitter update will be sent when the building principal receives official notification from district personnel. The Junior High staff phone tree will also be initiated to notify staff of a delay or closing.

FACULTY AND STUDENT ANNOUNCEMENTS

Student announcements will be periodically read over the intercom at the start or end of the day. Please stop the class activity and listen. Announcements will be emailed to all staff. Please review and share with students. Faculty announcements are intended for the faculty only not students. If you have an announcement, please get it to the office secretary prior to 7:35 AM.

OPERATIONAL RESPONSIBILITIES

We all possess communication skills, and we have a professional responsibility to use those skills to continually improve our school and community in a positive manner. We can show this commitment by holding ourselves accountable for our actions and words, and by being proactive with interactions. Seek first to understand other opinions and then seek to be understood.

If there is a concern that cannot be resolved, speak with your immediate supervisor, the building principal. If you then feel the problem has not been resolved, then speak with the principal about contacting the Superintendent. Please respect the systematic chain of command in our school district. Conflicts are intended to be resolved at the lowest level possible.

PUBLIC RELATIONS

We are members of a profession, and we must conduct ourselves accordingly. Criticism of the school and other members of the faculty should be constructive in nature and addressed to parties involved. In any other way, both the school and the individuals involved lose a great deal of respect in the community. Every staff member is invited and encouraged to release publicity on special events concerning their particular part of the total program. To prevent any possible embarrassment or misunderstanding, please check the material with your principal first. Release of publicity should be directed through the Southeast Polk Communications Coordinator at the district office.

INSTRUCTIONAL MATERIALS AND ACTIVITIES

SCHOOL CALENDAR

All school events such as plays, field trips, dances, etc., must be cleared through the office and placed on the official school calendar. The purpose of the calendar is to eliminate as many conflicts as possible. The Junior High building calendar is accessible through the building administration and office secretaries. The Southeast Polk District also utilizes an online calendar, rSchools Today, to schedule facility use and activity events. The online calendar is located at <http://www.cimlcentral.org>

EXTRA AND CO-CURRICULAR PROGRAM

The extra and co-curricular programs are an essential part of the growth of middle school students. Extra and co-curricular staff members are expected to attend all of their practice sessions and meetings, and they should be the first one in the building and the last person to leave the building. They are to ensure that all equipment, buildings, and lights are properly used and preserved. Staff members who miss scheduled meetings and activities are responsible for contacting a colleague for the information they missed. Please avoid scheduling additional activities during regular meeting times.

STAFF ATTENDANCE AT PROGRAMS AND ASSEMBLIES

All teachers will attend all programs, pep rallies, and assemblies held during the school day unless specifically excused by the principal. Your attendance demonstrates to the students your interest in their programs. You will be expected to help in maintaining proper student expectations on such occasions. Please sit with the group you take. Attendance at extra-curricular events is strongly encouraged to demonstrate our support for our students and their programs.

- Review student expectations with your students prior to the assembly.
- Review the purpose of the assembly (discuss how the type of assembly may effect the type of student interaction expected)
- Dismiss your class as indicated by announcement (dismissal of students will generally be by team orientation)
- Lead your class to the assembly by walking in front of them.
- Sit with your class.
- Supervise the hallways when at dismissal (dismissal of students will generally be by team orientation).

We encourage staff attendance at student extra-curricular activities. We cannot over state how important it is for our students to see us in attendance at activities. It is also important for you, as a teacher, to see students in a setting other than the classroom.

FIELD TRIPS AND ACTIVITIES

Southeast Polk will be limiting student field trips that are at the expense of our district general fund. Contact your building principal for additional information.

Field trips can be a successful method of complimenting instruction when there is an appropriate educational objective. It is advisable that field trips should be scheduled to coincide with the related class objective when possible. Please cross reference tentative field trip dates with the master schedule to avoid conflicts and then get approval of building administration. Schedule trips well in advance (2 or 3 weeks at least) and notify the office of information regarding the trip. Please do not plan for trips after the second week of May.

Complete the field trip checklist to ensure that common details have been addressed, and allow for adequate adult supervision (one adult per 10 students). Please use your professional judgment when making a determination of adult supervision. A list of chaperones should be turned in to the building principal and secretary.

Prior forms are available from the counselors for individual and small group field trips. Parent permission is necessary for all field trips that take students off school property. It is advisable to provide a printed itinerary for the students and parents, administration, and office staff. This itinerary should contain emergency contact locations and phone numbers. The goal is to provide accurate detailed information and to secure written permission for purposes of liability.

Transportation forms are available in the office. These forms should be completed by the teacher and require the building principal's signature. Transportation is subject to the availability of drivers. Overnight field trips are subject to Board approval.

Participation in activities:

- activities should be part of your curriculum, therefore participation should not be subjective
- criteria for participation should be approved by administration and provided to students in a reasonable amount of time for all students to be able to complete the criteria
- parents should notified of the criteria in advance
- if there is a liability with a student's participation, alternative arrangements should be made one week prior to the activity
- administration contacted one week prior to the activity
- alternative assignments provided by the teacher(s)
- supervision arrangements made for students who do not meet the criteria

OPEN NIGHT

Board Policy 508.2 Wednesday evening has been reserved for church and family activities. This evening should be kept free from school meetings or practices. Students must be out of the building by 6:30 p.m. on Wednesday nights. Sometimes we may have to schedule activities on Wednesday as other schools may have a different family night. Please notify the principal if this problem should arise.

CARE OF TEXTBOOKS AND MATERIALS

Students should be instructed in proper care of textbooks and related materials, and periodically reminded throughout the year. A careful record should be kept of each book issued. All new books and other materials should be inventoried through the District Office of Curriculum and Instruction, and stamped with Southeast Polk Junior High School identification prior to use. Each teacher is expected to be aware of unnecessary wear or abuse of books and materials. Minimal fines may be collected for abnormal wear and tear on books. In the case of lost or destroyed books, contact the building principal or Director of Curriculum and Instruction.

BUDGET

FUND RAISING

The Southeast Polk Junior High School student body will sponsor a school-wide fund raising campaign for the entire building during the fall semester. The profits from this fund raiser will be managed by the Southeast Polk Junior High administration.

PURCHASES

All purchases are managed through a district purchase order system. Purchase Requisition/Order forms are available through the office secretary or building principal. Allow for shipping and handling charges that may be associated with the purchase and include the catalog if applicable. Have all requests for purchases approved by the administration prior to requesting a purchase order number from office personnel. **All purchases must be approved by the principal before they can be ordered.** These steps will allow the office to maintain a budget summary and balance for each account. Please do not pay cash for something and ask to be refunded without prior approval from the building principal. Material orders needed to begin the next school year (materials needed prior to September) should be submitted to the building principal three weeks prior to the end of the current school year (May 1). This will allow sufficient time for appropriate paper work and ordering prior to office staff leaving for summer break.

GRADING

CONFERENCES AND MIDTERMS

Parent-Teacher Conferences are scheduled twice each year, but teachers are encouraged to contact parents anytime they feel it is needed. Teachers are asked to mail progress reports to parents if they have reason to believe the progress report is not reaching the parent through other means. Parent-Teacher Conferences are typically drop-in conferences. Allow time for the parent and student to ask questions. The conversation should be bi-lateral. Allow a sufficient time to meet with each parent, but please be conscious of parents waiting to see you. The guideline for sufficient time should be approximately five minutes. If additional time is needed for a conference, please schedule an alternative time to meet. You are encouraged to contact parents with positive news whenever possible. This will enhance the parent-teacher communication if problems should arise.

Progress reports are to be sent to parents of all students. Progress reports will be the responsibility of the classroom teacher. Infinite Campus grade reports are mailed at the end of each semester. You are encouraged to send a detailed grade report to students receiving a D or F as designated by our annually assigned Grade Due Dates, at a parent/guardian request, at student request, and as you see Infinite Campus parent portal is active for students and parents to view grades and assignments. The Campus gradebook should include and assigned and due date for each assignment. Campus Messenger should be used as a routine method of communication with students and families. Progress reports can be sent electronically using Campus Messenger.

STUDENT GRADES

Teachers are expected to maintain an objective system of grading and frequently inform students of their progress so

they can work toward their goals. All teachers/teams are expected to prepare a sheet that explains the grading and building-wide late work policy. If work is worth being assigned then it is worth being evaluated by the teacher. Credit should be given to late work and should reflect student effort to complete. This information needs to be discussed with the students and conveyed to parents. An ‘A’ should be attainable. Academic grades are objective in nature and should be based on student performance and achievement. Avoid grading procedures that are subjective in nature. Avoid grading procedures that provide one grade for an entire group project. Each student’s grade should reflect the individual accomplishments put forth by each individual student. Teachers may not implement grading policies based on student behavior or as a means of disciplinary measures. Building wide grading percentages should be used in determining a letter grade.

A+ 97-100% A 93-96 % A-90-92 %

B+ 87-89% B 83-86% B-80-82%

C+ 77-79% C 73-76% C-70-72%

D+ 67-69% D 63-66% D-60-62%

F 59% or below

ACADEMIC EXPECTATIONS

Student Expectations: successfully pass all subjects each semester

- Language Arts
- Math
- Science
- Social Studies
- Music
- Physical Education
- Encore course

Students can demonstrate evidence of academic growth through:

- assignment completion
- proficiency of assessments
- display growth in both formative and summative assessments
- classroom observations

Staff Expectations:

- progress reports sent home a minimum of 2 times each semester (at the end of each quarter)
- grade reports mailed at the conclusion of each semester
- maintain a parent communication log for all students on academic probation (PLP Log in Infinite Campus)
- include minimum documentation of parental contacts each eligibility period of each student academically eligible implement quality research based instruction and assessment
- grades must be completed and posted by the deadline determined by Junior High Administration

Infinite Campus Gradebook Expectations:

- teachers are expected to keep assignments and grades current during all times of the academic year.
- update academic progress in Infinite Campus weekly
- assignments should be entered when assigned.
- descriptions should be included with assignments.
- proper spelling and capitalization should be used with assignment names and descriptions.
- grades for typical assignments should be entered within one week of the due date.
- grades for more complex assignments or projects should be entered within two weeks of the due date.

Administrative Expectations:

- remain informed on progress of students on academic eligibility
- assist with communication efforts

- monitor Teacher Expectations
- provide support for programs and Professional Development
- evaluate program effectiveness
- make retention determinations
- be an advocate for students and staff

Eligibility

The Southeast Polk Junior High academic eligibility policy pertains to extracurricular athletics and activities. A passing grade (D-or above) is required in all subject areas. Academically ineligible students may be allowed to practice but may not participate in contests or performances until they achieve a passing grade. Teachers may collaborate with coaches and sponsors to provide academic assistance during practice times.

STUDENT AND STAFF EXPECTATIONS

Setting clear and reasonable expectations is a proactive measure to establishing a constructive educational setting. Lack of organization, unclear expectations, and inconsistent consequences may result in the development of negative behaviors. We must continue to teach what we expect while maintaining respect for all.

- Post your classroom expectations clearly and visibly for all students.
- Discuss and review your classroom expectations frequently with students.
- Never use sarcasm when addressing a student concern.
- Teach expectations to students, don't assume they know just because you TOLD them.
- Do not make "threats" or "empty threats" to students.

Follow a prescribed behavior management plan for your classroom.

- include reminders to students
- includes reasonable teacher implemented consequences (Minor)
- make frequent parental contacts
- document behaviors and consequences in Infinite Campus (especially for "repeat" violators)
- include documentation when an office referral is made
- Meet students at your classroom door.
- Avoid allowing students to line up at your door waiting for the bell.
- Teach students that the teacher dismisses students, not the bell.
- Put closure to your lesson in a manner that allows dismissal at scheduled times.
- Position yourself at, or just outside, the door entryway when dismissing students.
- Be visible in the halls between classes.
- Avoid allowing yourself to be pulled out of your professional appearance and into power struggles.
- Use the PBIS Classroom Expectations to help process inappropriate behaviors and guide instruction.

Appropriate Teacher Implemented Consequences:

- holding a student 30 seconds during passing time
- having student eat lunch in isolation
- making parental contact
- student conference
- apology
- change in seating
- arrangements made to stay after school or come early to complete late work
- teacher assigned morning or lunch detention (parent contact required)

Discipline Referral to S.A.M or Associate Principal:

- All major referrals will be sent to the S.A.M or designated administrator
- All minor referrals should be recorded in Infinite Campus. Minor #4 will result in an office referral.

Always remember that we are the adult, the professional. Do not allow incidents with students to deteriorate our “professional face.” Our purpose is to teach students to be productive members of society, and to make responsible choices. In order to achieve this we must get to the root of the behavior. Consequences can assist in teaching appropriate behaviors but they are only part of the process. If you are not being successful in modifying inappropriate behavior with a student, your team should consider bringing this student through an intervention meeting which includes the student’s family. This is an essential component to addressing the issue. Without this component the frustration level of the student and the teacher may intensify.

The position of S.A.M. or associate principal is in place to be a level of intervention that extends beyond what the classroom teacher is able to accomplish in the class setting. The Jr. High administration will determine consequences or further referral, and work with the student, parent, and teacher to resolve behavioral issues. A flow chart visually indicating the referral process has been developed.

Behavior referrals can be an effective method for addressing student behaviors. Please keep the following in mind when considering an office referral:

- behavior referral forms are available through Infinite Campus Behavior module
- referral forms should be completed for all office referrals
- referral forms should include documentation of previous parental contacts
- referral forms should include documentation of previous teacher interventions
- referral forms should include a detailed documentation of the incident
- referrals should be made in instances of
 - physical harm to self or others
 - illegal activity
 - pattern of harassment is documented
 - severe disruption to other students right to learn, and teacher’s right to teach
- contact the associate principal/S.A.M. or office secretary by phone prior to sending a student
- do not send a student to the office if the issue can wait to be addressed at a time that would not interfere with instruction
- referrals may lead to a student’s perception of undermining of the teacher’s authority to deal with a discipline issue
- if a pattern of referrals is not modifying behavior an individualized behavior management plan may need to be developed and implemented

DETENTION

Detentions may be assigned by individual teachers, building administration, or office staff designated by the building administration. Supervised detention will be held Tuesday/Thursday from 7:00 – 7:30 am and Monday/Wednesday 3:00-5:00 pm. Compensation for detention supervision will be consistent with a predetermined hourly wage for certified staff. Staff members being compensated for before/after school supervision are required to complete a hourly time sheet form. A separate time sheet must be completed for each category of supervision (ie: curriculum development, detention...). Any variance to this procedure requires building principal approval.

POSITIVE REWARDS

Positive reinforcements for students who demonstrate positive actions based on the Positive Behavior Intervention Supports (PBIS) system can be effective for some students. Examples of positive incentives initiated include; a note to students or parents highlighting positive student behaviors, lunch certificates redeemed for free a la Carte items, coupons placed in daily lunch drawing... Please make positive parental contacts regarding student achievements and behavior through phone contact or notes. Please document all parental contacts. Research on effective positive reinforcement indicates giving positives at a 3:1 ratio over negative consequences.

STUDENT/PARENT HANDBOOK

Staff should be familiar with the guidelines and expectations outlined in the Student/Parent Handbook. The Student/Parent Handbook will be used as a tool for teaching student expectations and a tool for dealing with a student’s failure to meet expectations. Please take time to periodically review the Student Handbook with your students and especially to address frequent areas of concern in student behaviors. A copy of the Student/Parent

Handbook can be found in each student agenda planner. The handbook is also available on our school website.

MORNING DUTY/HALLWAY SUPERVISION

All staff members will assist with morning hall supervision each day. Students enter the Junior High at the West Entrance.

- Students are released at 7:25 AM from the school bus
- Students are not allowed to their lockers and hallways until 7:25 AM.
- Breakfast program is available for students and staff from 7:15 – 7:35 AM.

LUNCH DISMISSAL & SUPERVISION

Some staff members are assigned cafeteria supervision during breakfast or lunch periods. If your schedule requires this additional supervision you will be notified by building administration.

- When multiple staff are supervising cafeteria
 - post one staff outside cafeteria during dismissal.
- Stagger dismissal of students, and/or dismissal exits.
- All staff are encouraged to help proactively reduce student issues related to lunch by monitoring the dismissal to lunch.
- Discuss hallway and cafeteria expectations with students prior to dismissal (revisit periodically).
- Periodically walk students to lunch.
- Maintain hall supervision until students have cleared halls and are entering cafeteria area.

PERIOD SCHEDULE

Staff will follow the building master schedule. All staff are expected to assist with hall supervision during passing periods.

TEACHERS WORK DAY

Teachers are required to be on duty at 7:15 A.M. each day and will remain until 3:15 P.M.

- Any variation to this time needs to be personally approved by the principal.
- Variations to this time need to be made on a daily basis.
- Variations to this time need to be documented on the sign in/sign out form located in the office.
- Administration has the discretion to approve a variation of this time for purposes of emergency leave if the absence is less than one hour.

All teachers are expected to be in their hallway areas by 7:25 AM. All teachers are asked to assist with hall supervision as students enter the building in the mornings and when they are dismissed at the end of the day. Buses unload students at 7:25 AM and dismissal is at 2:45 PM.

STAFF EVALUATION & PROFESSIONAL GROWTH (ITPDP)

A Professional Growth Plan (ITPDP) provides a useful tool for facilitating professional development of teachers. Use of this approach in each of the two years a staff member is not evaluated through the summative process would:

1. Allow an individual staff member to develop a personalized plan for professional growth;
2. Provide the opportunity to improve skills or work on target goals for improvement and make changes in a positive, collaborative, continuous learning cycle;
3. Empower the individual staff member to take a major role in decision making; and
4. Establish the classroom as a laboratory for the development of effective teaching skills and strategies.

Guidelines for ITPDP plans and a ITPDP worksheet are attached as an appendix to this handbook. Complete information regarding the entire staff evaluation process can be found in the Southeast Polk District negotiated contract handbook or by contacting administration.

MEETINGS

Faculty -Scheduled faculty meetings are on the first Wednesday of each month. (7:00 -7:30 A.M.). All staff

members are required to attend and to be on time. All teachers are responsible for the information discussed. Please avoid scheduling additional meetings during these times to avoid conflicts.

Leadership Team -Regularly scheduled Leadership Team meetings are held each month (2:50-3:30 P.M.). Members will serve as representatives from their department in an advisory capacity. Members will be expected to share information with their department members.

District level meetings will be scheduled through district office personnel.

A meeting schedule with regular scheduled meetings for junior high staff will be distributed at the start of each school year. Please transfer regular scheduled meetings to your calendars to avoid conflicts.

PREPARATION TIME

All staff members are granted one period during the day for preparation. Please notify the building administration and secretary staff if you need to leave during this time. The staff sign-out/sign-in sheet is available in the office.

LESSON PLANS

Weekly lesson plans are essential to being an effective educator. They need to be easily accessed and tied to district standards, benchmarks, and outcomes. Effective lesson plans are expected to include reference to content area outcomes, infusion of technology, and career education connections. Effective lesson plans are expected to include lesson objectives, outline of activities, and resources required. Lesson plans should be complete enough for a substitute teacher to effectively implement the lesson in the event of an emergency leave. Lesson plans are expected to be accessible and available on the teacher's desk. Teachers may be asked to submit weekly lesson plans to the building principal to assist in monitoring effective instruction and staff evaluation.

Weekly plans are required to be entered on your Moodle site. Moodle will be a primary means of communication with students and families regarding course instruction and organization. Teachers are expected to post their weekly activities on the individual teachers main page. Calendar can be used but the expectation is that activities are posted on the main page of your Moodle site.

INSTRUCTIONAL RESEARCH

All instructional research conducted with Southeast Polk students must be approved by building and district administration, and presented to the District Board of Education as an agenda item. A brief summary of the research proposal should be submitted to the building principal and to the district personnel director (Mr. Joseph Horton) prior to initiating the instructional research.

PARENTAL CONTACTS

Teachers are expected to maintain communication with their students and families throughout the school year. Teachers are expected to make parental contacts with regard to positive and negative student behavior. It is advised that the initial parental contact be positive in nature. This contact helps to establish a positive rapport between school and family. Parental contacts are expected by teachers for purposes of positive reinforcement, and in the event of academic concerns, inconsistent or late work, negative classroom behaviors, and regarding arrangements prior to students staying after school. It is expected that teachers maintain documentation log of parental contacts and maintain a log of parental contacts for students with established patterns of behavior

Advisory

Attempts will be made to maintain a low student to teacher ratio. Most staff will be assigned an advisory group. Some exceptions are made at administrative discretion with regard to scheduling issues. Advisory will include time for routine daily issues such as announcements. Advisory is also designed to build a strong positive rapport between teacher and student. The advisory instructor will serve as an advocate for their students. Teachers are required to make family contact with each of their advisory students during the first six weeks of school, and periodically throughout the year.

DEPARTMENT and PLC MEETING EXPECTATIONS

Department and PLC meetings are designed to provide a collaborative opportunity for teachers to meet with their department colleagues on a regular basis to work toward planning and collaborating on instruction and assessment. Department meetings are expected to be professional in nature and include roles of leadership, strategies for decision-making, planning, and communication. For purposes of building-wide consistency and communication it is essential that all departments implement certain standard operating procedures.

1. Complete a tentative agenda with specific issues.
2. Quickly prioritize the items and begin the meeting.
 - a. include names of additional people planning to attend meetings
 - b. communicate the agenda to others in the building via email
 - c. standard format should be used
3. Complete a brief summary of meeting minutes
 - a. minutes need only include information relevant to others in building
 - b. communicate the minutes to others in the building via email and Google Docs
 - c. standard format should be used

SUPERVISION OF STUDENTS

Students are not to be left unattended in your classroom or area of supervision. If you must leave your area of supervision, have someone cover for you or call the office for assistance. This expectation is not only good practice, but it is an issue of legal liability. If a student needs a quiet place to make-up work, make arrangements for another supervised classroom, the library, or the office.

DISMISSING STUDENTS

Students should be dismissed as indicated on class schedules. Avoid allowing students to line up at your door waiting for dismissal. Position yourself at, or just outside, the door entryway when dismissing students. Please take into consideration lost instructional time and additional behavior problems associated with preparing for dismissal prematurely. The 2:45 PM bell is the signal used for the end of the day dismissal.

ILL OR INJURED STUDENT

It is not safe to allow an injured or ill student to leave the classroom or activity alone. Send someone with the student if they are going to the office, restroom, etc. In some cases, the nurse may not be in her office so instruct students to check with the office secretary if the nurse is not available. If an accident has occurred, the nurse will ask for details to complete an accident report form.

TELEPHONE USE

Please limit the amount of personal phone calls while at school, and use credit cards or collect calls for long distance calls. If you are unavailable to take a phone call a message will be taken for you. Please notify parents and others of your schedule and availability concerning this matter. Phones are located in your classrooms for purposes of safety and professional use. Please limit the use of the phones for student or staff personal calls. If a classroom phone is used to contact a parent a message should be left to avoid the parent returning a call to our office as a result of Caller ID. Student cell phones should be turned off at the start of the school day and not used during instructional time.

BUILDING AND ROOM MAINTENANCE

An organized and clean building is related to a positive learning environment; therefore, it is a priority to address cleanliness, vandalism and needed repairs. Students need to be encouraged to help keep the building in the best possible condition. If you do see minor damage that is in need of repair, please report it to the administration or Southeast Polk maintenance. For time-consuming repairs, fill out a work order form and give it to the Principal. Work order forms are available in the office. Complaints concerning maintenance work will be directed to the administration. All staff should regularly check for damage on desks and other equipment used by students.

Personal organization is a quality we work to instill in our students. Please model appropriate organization skills related to the equipment in your area and department. Personal organization of your classroom materials and desk is essential for expecting our students to maintain appropriate organization. Staff members are encouraged to utilize the available daily agenda planners. This modeling of daily planners can have a significant positive impact on expected student use of agenda planners.

ENERGY CONSERVATION (Code No. 802.8)

In concert with the board's goal to utilize public funds in an effective and efficient manner, employees and students shall practice energy conservation methods when utilizing the school district's buildings and sites. It shall be the responsibility of the superintendent to develop guidelines for employees and students for energy conservation. It shall be the responsibility of employees and students to abide by these guidelines. Monthly reports have indicated the district is reducing its energy costs as a result of the implemented Energy Conservation plan. We all realize there are many factors that are taken into account when calculating energy costs.

We believe the purpose of these expectations, from the Energy Manager, are not intended to put people on the defensive. We believe they are intended to help all staff recognize what factors they do have control over, and assist with developing common expectations across a large district. Together we can, and are making, a difference!

Expectations:

1. All staff should be respectful to custodians and Energy Manager. You don't have a choice as to whether or not you are going to participate.
2. Custodians / Principals should fill out "Maintenance Request" forms if items continuously appear on weekly reports. (I would ask staff to initiate the forms if you recognize something energy related in your room is not receiving repair attention.)
3. Teachers turn off lights when they leave their room. Principals should do the same.
4. Turn off computers, printers, speakers, LCD projector and document camera.
5. Unplug drinking fountains.
6. Keep hall lights turned down until most of your staff arrive. Turn down hall lights as soon as students leave.
7. Set back thermostats as soon as students leave. Try to maintain the 55 degree nighttime setting.
8. Don't prop open outside doors.
9. Unplug TV sets over extended weekend breaks (i.e. spring break).

PROFESSIONAL DRESS

Teaching is a profession and a teachers' dress should reflect their professionalism. Clothing should be appropriate to the teacher's assignment and or activities planned for the day. Please use professional judgment when dressing for activities.

It is the responsibility of all staff to monitor student dress codes. The following is meant to accompany the district policy and student handbook. I would also encourage you to review board policy 502.1 and Iowa Code 279.58.

Guidelines for student dress:

- no advertising or promotion of alcohol, tobacco, drugs
- no vulgar or lewd language
- will cause material or substantial disruption to the school environment
- no hats (district policy)
- no mid-riffs
- no sunglasses
- no bandannas
- no wallet chains
- no shorts/skirts that are shorter than the students fingertips when hands are at their side
- no display of undergarments

PARKING

Visitors will park at the west entry to the Junior High during non-bus times. Staff members are expected to park in the west parking lot. Inclement weather conditions may lead to precarious conditions in the parking lot during

certain times of the year. Staff parking permits are required for all Junior High staff. A parking permit form is attached as an appendix to this handbook, and also available from office secretary or administration.

SOUTHEAST POLK COMMUNITY SCHOOL DISTRICT POLICY AND PROCEDURES

The Southeast Polk Community School District does not discriminate based on gender, race, national/ethnic origin, creed, age, marital status, or disability. Inquiries and grievances may be directed to the Affirmative Action Coordinator, Mr. Joseph Horton, at SEP District Office, 8379 NE University Ave., Runnells, IA 50237, (515) 9674294, or to the director of the Region VII Office of Civil Rights, Department of Education, Kansas City, MO.

EQUAL OPPORTUNITY EMPLOYMENT/AFFIRMATION ACTION

The Southeast Polk Community School District shall provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, upgrading, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district shall take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Iowa Department of Education for the class or position for which they apply. In employing individuals, the board shall consider the qualifications, credentials and records of the applicants without regard to race, color, creed, sex, national origin, religion, age or disability. In keeping with the law, the board shall consider veteran status of applicants.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, shall be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Southeast Polk Community School District, 8379 NE University, Pleasant Hill, Iowa 50327; or by telephoning (515) 967-4294.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, Wisconsin, 532032292. (414) 291-1111 or the Iowa Civil Rights Commission, 211 E. Maple, Des Moines, Iowa 50309, (515) 281-4121. This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

This procedure in no way denies the right of the grievant to file formal complaints with the U.S. Department of Education, Office of Civil Rights in Madison, Wisconsin, the Iowa Civil Rights Commission, other agencies available for mediation or rectification of affirmative action grievances, or to seek private counsel for complaints alleging discrimination.

FOOD POLICY

Southeast Polk Schools has adopted policy regarding food and distribution of food in classrooms to help prevent the spread of communicable disease. If you have questions regarding this issue please contact our school nurse.

- Suspension of homemade treats for classrooms or activities such as birthdays or class parties.
- Suspension of in-class food preparation. Use health conscious guidelines for classroom food preparation outside the cafeteria as in the home economics setting.
- Offer inexpensive ideas to parents to substitute homemade treats.

MULTICULTURAL AND NONSEXIST EQUITY EDUCATION OPPORTUNITY

Enrolled children in the school district community shall have equal opportunity for a quality public education

without discrimination regardless of their race, creed, sex, marital status, national origin, ability or disability.

The educational program shall be free of such discrimination and provide equal opportunity for the participants. The educational program shall foster knowledge of, respect and appreciation for, the historical and contemporary contributions of diverse cultural groups as well as men and women to society. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Inquiries regarding compliance with equal education opportunity shall be directed to the compliance officer by writing Affirmative Action Coordinator, Title IX, Title VI and Section 504 Compliance Officer, Southeast Polk

School District, 8379 NE University Avenue, Pleasant Hill, IA 50327; or by telephoning (515) 967-4294; or by writig to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri. Further information and copies of the procedures for filing a grievance are available in the central administrative office and the administrative office in each attendance center.

CHARGES OF ABUSE OF STUDENTS BY SCHOOL EMPLOYEES

A complaint alleging abuse of a student by a school employee is to be filed with the Level One Investigator/Coordinator, Margi Boord, 8379 NE University, Pleasant Hill, IA 50327, (515) 967-4294. A copy of procedures, policies, and report forms are available at the superintendent's office.

STUDENT PUBLICATIONS

Students shall be free to express themselves in school-sponsored publications except for the following restrictions:

1. Students shall not publish or distribute materials which are obscene, libelous, or slanderous.
2. Commit unlawful acts.
3. Violate school rules.
4. Cause the material and substantial disruption of the orderly and efficient operation of the school or school activity.
5. Disrupt or interfere with the education program.
6. Interrupt the maintenance of a disciplined atmosphere.
7. Infringe on the rights of others.

STUDENT HEALTH INFORMATION

Immunizations—Iowa law requires evidence of immunization before any student can be enrolled in the Southeast Polk Community Schools. Immunizations required are the following:

All students entering kindergarten programs must have DTP and polio boosters before the school year begins. State law requires all children to have these immunizations after their fourth birthday.

1. Polio: at least three doses of oral polio vaccine, and at least one dose must have been received after the child's fourth birthday.
2. DTP (Diptheria/Tetanus/Pertussis or Whooping Cough): at least three doses at least one dose must have been received after the child's fourth birthday.
3. Measles: two doses of measles vaccine, with the first given on or after 15 months of age, and the second dose separated from the first dose by no less than 30 days, or a history of the disease diagnosed by a doctor.
4. Rubella: two doses of measles vaccine, with the first given after 15 months of age, and the second dose separated from the first dose by no less than 30 days.

A certificate documenting the above immunizations must be on file at school for each student. On the first day of school, children should bring a record showing all the dates and kinds of immunization received. The name of the

physician or clinic giving the immunizations is also needed. The certificate may be obtained from your doctor's office or from the school nurse. Students with immunizations partially completed will be issued a provisional certificate allowing an additional 120 days to complete the remaining immunizations.

Medications—Board policy regarding the administration of medications to students requires a form with the signature of a parent/guardian or physician. This form, available at all attendance centers, must accompany requests for any medication given at school. This includes aspirin and other over-the-counter preparations, as well as prescription drugs. No medications will be administered at school except in compliance with this procedure. A medication brought to school must be kept in the original container in which the medication was packaged.

Screenings—The Heartland Area Education Agency staff completes hearing screenings annually for students in kindergarten through sixth grade and special needs students in seventh through twelfth grades. Southeast Polk school nurses complete vision screening and scoliosis checks.

OPEN ENROLLMENT

Parents requesting open enrollment out of the school district for their student shall notify the school district and the Department of Education no later than October 30 in the year preceding the first year desired for open enrollment. The notice shall be made on forms provided by the Department of Education. The forms are available at the central administration office.

Parents of children who will begin kindergarten in the school district are exempt from the open enrollment October 30 deadline. Parents of children who will begin kindergarten shall file in the same manner set forth above by June 30 prior to the beginning of the child's kindergarten year. Parents who have good cause for failing to meet the October 30 deadline may make an open enrollment request in the same manner set forth above.

The board shall take action on the open enrollment request by November 30 in the year preceding the first year desired for open enrollment. Prior to the board's action, parents may withdraw the open enrollment request.

The superintendent shall notify the parents by mail within three days of the board's action to approve or deny the open enrollment request. Approved open enrollment requests shall be transmitted by the superintendent to the Southeast Polk Community School District Board of Directors public school district, receiving district, chosen by the parents within five days after the board's action on the open enrollment request.

For further details, contact the Administrative Offices,
(515) 967-4294.

RELEASE OF INFORMATION AND PHOTOGRAPHS

In the Southeast Polk Community School District, unless a qualified individual objects, photographs or likenesses may be released without written consent.

If any parent or guardians of students under the age of 18, or students over the age of 18, object to this policy of releasing photographs or likenesses, they should contact in writing the appropriate building administrator.

HOMELESS STUDENTS

In accordance with Chapter 33, Iowa Administrative Code, the Southeast Polk Community School District is required to give written notice to homeless children and families if the District is going to deny access to their educational programs. Homeless children and families may obtain free legal services by contacting:

Legal Aid Society of Polk County 1111 9th Street Des Moines, IA 50314 1/515/243-1193

ACCESS TO STUDENT RECORDS

Parents and eligible students shall have access to the student's records during the regular business hours of the school district. An eligible student is a student who has reached eighteen years of age or is attending an institution of postsecondary education. Parents of an eligible student shall be provided access to the student records only with the

written permission of the eligible student. Parents of an eligible student, who is defined by the Internal Revenue Code as a dependent student, may be provided access without the written permission of the student. Only those with the written permission of the parents or eligible student shall have access to the student records. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a special education student's student records. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records.

A student record may contain information on more than one student. Parents shall have the right to access the information relating to their student or to be informed of the information. Eligible students shall also have the right to access the information relating to themselves or be informed of the information.

Parents and eligible students shall have a right to access the student's records upon request without unnecessary delay and in no instance more than forty-five days after the request is made. Parents, an eligible student, or an authorized representative shall have the right to access the student's records prior to an Individual Education Program (IEP) meeting or hearing.

Upon the request of parents or an eligible student, the school district shall provide an explanation and interpretation of the student record and a list of the types and locations of student records collected, maintained or used.

If the parents or an eligible student believes the information in the student records is inaccurate, misleading or violates the privacy or other rights of the student, the parents or an eligible student may request that the school district amend the student records. If the school district determines an amendment shall be made to the student record, the school district shall make the amendment and inform the parents or the eligible student of the decision in writing.

Student records may be disclosed in limited circumstances without parental or eligible student written permission. This disclosure is made on the condition that the student record will not be disclosed to a third party without the written permission of the parents or the eligible student. This disclosure may be made to the following individuals or under the following circumstances:

1. To school officials within the school district whom the superintendent has determined have a legitimate educational interest.
2. To officials of another school district in which the student wishes to enroll provided the other school district notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records.
3. To the U.S. Comptroller General, the U.S. Secretary of Education or state and local educational authorities.
4. In connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive the financial aid.
5. To organizations conducting educational studies and the study does not release personally identifiable information.
6. To accrediting organization.
7. To parents of a dependent student as defined in the Internal Revenue Code.
8. To comply with a court order or judicially issued subpoena.
9. In connection with a health or safety emergency.
10. As directory information (name, address, telephone number, date and place of birth, major field of study,

participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information)

The superintendent shall keep a list of the individuals and their positions who are authorized to view a special education student's records without the permission of the parents or the eligible student. This list must be available for public inspection and updated annually.

The superintendent shall also keep a list of individuals, agencies and organizations which have requested or obtained access to a student's records, the date access was given and their legitimate educational interest or purpose for which they were authorized to view the records. This list for a student record may be accessed by the parents, the eligible student and the custodian of student records.

Permanent student records, including a student's name, address, phone number, grades, attendance records, classes attended, grade level completed and year completed shall be maintained without time limitation.

When personally identifiable information, other than permanent student records, no longer needs to be maintained by the school district to provide educational services to the special education student, the parents or eligible student shall be notified. If the parents or eligible student request that the records be destroyed, the school district must destroy the records. Prior to the destruction of the records, the school district must inform the parents or eligible student of the reasons for which they may want the records maintained. In the absence of parents or eligible student's request to destroy the records, the school district may maintain the records indefinitely.

The Southeast Polk Community School District maintains records on each student in order to facilitate the instruction, guidance, and educational progress of the student. The records contain information about the student and his or her education and may include but are not limited to the following types of information.

Identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports.

The records of each student are generally located in the school which he or she is attending. Any exception will be noted in the student's other records or by the person in charge of record maintenance for each school building.

The following persons, agencies, and organizations may have restricted access to student records without prior written consent of the parent or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

- A. Student officials, teachers, and AEA personnel with a legitimate educational interest.
- B. Officials of other schools in which the student proposes to enroll.
- C. Representative of state and local government when auditing and evaluating federal education programs.
- D. Officials connected with a student's educational financial aid applications.
- E. Governmental officials to whom information is to be reported under state law adopted prior to November 19, 1974.
- F. Organizations which process and evaluate standardized tests.
- G. Accrediting organizations for accrediting purposes.
- H. Parents of dependent children, regardless of child's age.
- I. Appropriate parties in a health or safety emergency.

Student records are reviewed and inappropriate material removed periodically and, at a minimum, whenever a student moves from the elementary level to high school level and when a student transfers out of the district. Those records not of permanent importance are destroyed within three years of graduation or discontinued attendance.

Parents of students under age 18 and students over age 18 may exercise the opportunity to review educational records of the student, to obtain copies of the records, to write a response to material in the record, to challenge the content of the record on grounds of inappropriateness, inaccuracy, or invasion of privacy, and to have the records explained.

Students and parents may file with the Department of Education complaints alleging failures of the school district to comply with federal legislation dealing with student records. Correspondence should be addressed to: The Family Educational Rights and Privacy Act Office, Department of Education, Switzer Building, 330 C Street

Southeast Polk Community School District Board of Directors
SW, Washington, D.C. 20201.

HUMAN GROWTH AND DEVELOPMENT

Under Iowa Code 279.50 all school districts in Iowa are required to provide instruction in human growth and development. The law requires annual parental notification. Instructional materials may be inspected prior to their use by contacting the building principal. Parents wishing to exclude their son/daughter from this instruction may complete a written request using a district form available from Board policy.

ASBESTOS LEVELS

The Environmental Protection Agency has developed guidelines for schools to use in identifying asbestos within buildings. The Institute for Environmental Assessment has designed a system for determining relative risks and suggesting appropriate safety responses. Some recommendations for the Southeast Polk Community School District have been established to safeguard all building occupants from low risk levels of asbestos.

A District Asbestos Management Plan is in place to monitor buildings containing low risk levels of asbestos. For additional information detailing a particular facility's management plan, contact the building principal.

ANTI-BULLYING/HARASSMENT Code No. 502.13

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school districts.

The board prohibits harassment, bullying, hazing, or any other victimization of students based on any actual or perceived traits or characteristics, including but not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment of employees based upon any of the preceding characteristics is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to and including suspension and expulsion. If after an investigation, a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation, a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to and including exclusion from school grounds.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

1. Places the student in reasonable fear of harm to the student's person or property;
2. Has a substantially detrimental effect on the student's physical or mental health;
3. Has the effect of substantially interfering with the student's academic performance; or
4. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

1. Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
2. Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
3. Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
4. Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
5. Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
2. Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
3. The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

1. Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
2. Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to and including termination of employment. Any school volunteer found to have

retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The Director of Programs/Human Resources or designee will be responsible for handling all complaints by students alleging bullying or harassment. The Director of Programs/Human Resources or designee will be responsible for handling all complaints by employees alleging bullying or harassment. It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment. The superintendent shall report to the board on the progress of reducing bullying and harassment.

The board will annually publish this policy. The policy may be publicized by the following means:

1. Inclusion in the student handbook,
2. Inclusion in the employee handbook,
3. Inclusion in the registration materials,
4. Inclusion on the school or school district's web site.

Code No. 507.11

WELLNESS POLICY

The board promotes healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The school district supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes academic and physical performance potential.

The school district provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school district goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity.

The school district supports and promotes proper dietary habits contributing to students' health status and academic performance. All foods available on school grounds and at school-sponsored activities shall meet the school district nutrition standards.

The school district shall utilize electronic identification and payment systems to prevent the overt identification of students who are eligible for free and reduced-price meals. The district shall promote the availability of meals to all students.

The nutrition guidelines for all foods available with the objective of promoting student health and reducing childhood obesity are as follows:

Breakfast and Lunch – Federal/State Reimbursable Program

Meals served through the National School Lunch and Breakfast Programs will meet, at a minimum, nutrition requirements established by local, state and federal law, offer a variety of fruits and vegetables, serve only low-fat (1%) and fat-free milk, and ensure that half of the served grains are whole grain.

Foods Sold Outside the Meal

Elementary Foods/beverages sold individually are limited to milk, fruits and non-fried vegetables.

Secondary 80 % of all foods/beverages sold individually in a la carte programs will meet the following nutrition and portion size standards.

All Beverages:

- Allowed – water or seltzer water without added caloric sweeteners; fruit/vegetable juices and fruit-based drinks that contain at least 50 percent fruit juice; unflavored or flavored low-fat or fat-free milk.
- Not allowed – soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50 percent real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk
- no more than 35 percent of calories from fat (excluding nuts, seeds, peanut butter and other nut butters) and 10 percent of its calories from saturated and trans fat combined;
- no more than 35 percent of its weight from added sugars;
- Food items sold individually:

Code No. 507.11

WELLNESS POLICY CONT...

Any location on the school site where foods are sold will include a choice of at least two fruits and/or non-fried vegetables. Portion Size: 100% of the food items sold individually will limit portion sizes of foods and beverages to those listed below.

- One and one half ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water and milk; and
- A la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Concessions and Vending

At least 50% of foods offered or sold at school concessions and vending during or outside of the school day will meet the nutrition standards for foods sold individually. Soft drink sales are allowed at school sponsored events and concessions. Non-nutritive food and beverages from student vending machines and/or fundraising are not available

during reimbursable breakfast and lunch program service. A non-nutritive food list is available from the district Directors of Food Service and Activities and from building principals.

Employees will use only foods or beverages that meet district nutrition standards for class activities and as rewards for academic performance or good behavior.

The school district will establish a local wellness policy committee comprised of representatives of the board, parents, leaders in food/exercise authority and employees. The local wellness policy committee will develop a plan to implement and measure the local wellness policy and monitor the effectiveness of the policy. The committee will designate the district Directors of Curriculum/Instruction, Food Service, and Activities to monitor and evaluate the implementation of the policy. The committee will report annually to the board regarding the effectiveness of this policy.

Code No. 507.9

WELLNESS POLICY Specific Wellness Goals

Nutrition Education

1. Link school meal programs with existing nutrition education curriculum.
2. Offer nutrition education as part of a sequential curriculum consistently across grade Provide multiple opportunities for physical activity incorporated into a variety of subject lessons.
3. Establish before/after school physical activity (such as walking groups).
4. 50% of physical education curriculum engages students in moderate to vigorous activity.
5. Communicate with families about fitness/exercise activities for home.
6. Encourage structured physical activity during recess.
7. Employees should not withhold opportunities for recess as a consistent form of punishment.

Food Service Goals

- 1) Consistently provide students with ten minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.
- 2) Align a la carte choices to student maturity levels.

Other School-based Activities

- 1) Snacks served during the school day as part of celebrations/parties will make a positive contribution to student diet and health.
- 2) Provide district nutrition standards and a list of healthful snack items to parents and teachers.
- 3) School fundraising activities will use only foods that meet district nutrition and portion size standards.

FACULTY & STAFF VEHICLES Southeast Polk Junior High School

NAME: _____

ADDRESS: _____

PHONE: _____ **POSITION:** _____

VEHICLE MAKE: _____ MODEL: _____

COLOR: _____ YEAR: _____ LICENSE PLATE

#: _____ TAG #: _____

VEHICLE MAKE: _____ MODEL: _____

COLOR: _____ YEAR: _____ LICENSE PLATE

#: _____ TAG #: _____

VEHICLE MAKE: _____ MODEL: _____

COLOR: _____ YEAR: _____ LICENSE PLATE

#: _____ TAG #: _____

Collaboration: Co-Teaching

Six Approaches to Co-Teaching

1. **One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
2. **One Teach, One Drift.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
3. **Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could give students an opportunity to work independently.
4. **Parallel Teaching.** On occasion, students’ learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.
5. **Alternative Teaching.** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
6. **Team Teaching.** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.” Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers’ styles.

Taken from “Administrative Considerations for Successful Co-Teaching” Presentation by Marilyn Friend, Ph.D. October 27, 2005.

Late Work Policy for SEP Junior High

Students will have a deadline to turn in work for the quarter. This deadline will be five school days prior to the end of the grading period. This is the LAST day work will be accepted with the expectation that late work will be monitored throughout the quarter using the progress reporting system as a guide. All work is expected to be turned in as soon as completed or prior to assessments. The lowest percentage a student can receive is 60% if turned in prior to deadline AS LONG AS work meets the expectations of the assignment/teacher.

-Further points could be deducted for quality/accuracy of work (teacher discretion). This means a student could still get a 0 if no effort is put into the project and it does not meet the expectations.

-If a student makes an effort in the grading period we want to give that individual some credit to avoid the inevitable “hole”.

-Use comments in grades to help explain the grade received - the REASON for feedback to parents/students.

- Some assignments that are TIME SENSITIVE (example would be science labs that are time consuming to set up) can have prior deadlines. These must be noted as such in Moodle and Infinite Campus.

Percentage of the total points earned - lowest is 60% if they meet all requirements.

Example- 100 point project. Student turns it in on the very last day. Student would have received 80 points if turned in on time. Student will receive 60% of the 80 or 48 points. (Still an F but not 0 points).

INDIVIDUAL TEACHER PROFESSIONAL DEVELOPMENT PLAN (ITPDP)

An Individual Teacher Professional Development Plan (ITPDP) provides a useful tool for facilitating professional development of teachers. Use of this approach would:

1. Allow an individual staff member to develop a personalized plan for professional growth;
2. Provide the opportunity to improve skills or work on target goals for improvement and make changes in a positive, collaborative, continuous learning cycle;
3. Empower the individual staff member to take a major role in decision making; and
4. Establish the classroom as a laboratory for the development of effective teaching skills and strategies.

Guiding Principles

A. Professional Development goals should be selected by the staff member in cooperation with the evaluator for the Individual Teacher Professional Development Plan. These goals would be aligned with the Iowa Teaching Standards & Criteria, district outcomes, curriculum, and/or building/district goals or staff development initiatives.

B. The goal(s) could be developed from the most recent formal evaluation and/or from the staff member's own self-evaluation and personal goals.

C. Certain documentation may be requested by the evaluator while individuals would also be allowed to use additional documentation of their choice.

D. The Individual Teacher Professional Development Plan cycle each year should include a minimum of nine conferences with the evaluator.

1. The first conference, to be held at the beginning of the school year, will be a discussion on the individual teacher's goal(s) for the three year cycle. Prior to this meeting the staff member will have completed the ITPDP form (see attachment). The evaluator may assist in establishing the goal if requested. The teacher and the evaluator shall each retain a copy of the ITPDP.

2. At a midyear conference, progress and revisions to goals and/or documentation are discussed.

3. The final conference will be held during the last quarter of the school year to discuss the accomplishment of the staff member's ITPDP.

The INDIVIDUAL TEACHER PROFESSIONAL DEVELOPMENT PLAN (ITPDP) WORKSHEET

Choose goals related to one or more of the performance areas addressed in the Southeast Polk Community School District Performance Review Process Evaluation Document, the district outcomes, curriculum, and/or building/district goals or staff development initiatives. Use one page for each goal area.

GOAL:

ACTION PLANS / PROCEDURES TO MEET THE GOAL:

TIMELINES: Initial Plan due to main office by:

TEACHER’S MIDYEAR SUMMARY:

TEACHER’S FINAL SUMMARY:

EVALUATOR’S COMMENTS:

_____	_____	_____
Date	Teacher’s Signature	Evaluator’s Signature
_____	_____	_____
Date	Teacher’s Signature	Evaluator’s Signature

<div> <div>7th Grade Schedule</div> <div>Black and Gold Day</div> </div>			
Period	Start Time	End Time	Planning
ADV	7:35	7:50	
1	7:50	8:35	Encore
2	8:39	9:24	
3	9:28	10:13	Science
4	10:17	11:02	Social Studies
5A lunch	11:04	11:34	
5A Flex			PE and Music
5B Lunch	11:36	12:06	
5B Flex			
Channel 1 in			
6	12:10	12:22	
6	12:22	1:07	
7	1:11	1:55	Math
8	1:59	2:43	English
	2:43	2:45	Announcements

<div> <div>8th Grade Schedule</div> <div>Black and Gold Day</div> </div>			
Period	Start Time	End Time	Planning
ADV	7:35	7:50	
1	7:50	8:35	Encore
2	8:39	9:24	
3	9:28	10:13	Science
4	10:17	11:02	Social Studies
5	11:06	11:51	
Channel 1 in 5	11:51	12:03	
6A Lunch	12:06	12:35	
6A Flex			PE and Music
6B Lunch	12:37	1:07	
6B Flex			
7	1:11	1:55	Math
8	1:59	2:43	English
	2:43	2:45	Announcements

Infinite Campus Protocol

Uploading Documents and Managing Program Flags

Special Education – IEP Documents

Roster teachers will be responsible for the following steps in this process:

- Printing an individual PDF of the “F-page” for each roster after every adjustment pertaining to the F-page of the IEP. These documents should be saved using the following format: John Doe’s F-page of IEP.
- Upload new F-page documents to Infinite Campus and delete old F-page documents. These documents will be stored in the following location: Student Information-Special Education-Documents. (See admin for tutorial)
- Adding and deleting program flags with the contact staff member’s name in Infinite Campus for each of their roster students. (See admin for tutorial)

Administration will be responsible for the following steps in this process:

- Determining building level rosters and communicating with special education teachers whenever changes in rosters occur.
- Creating sections of a course titled “Roster of Students” in Infinite Campus for each roster teacher in the building.
- Managing the course rosters in Infinite Campus for each of these sections of the “Roster of Students” course.

TAG/ELL and 504 – PEP, ELLA and 504 Documents

The above people will be responsible for the following steps in this process:

- Printing an individual PDF of the specific accommodation page (PEP, ELLA or 504) after every adjustment to one of these plans. These documents should be saved using the following format: John Doe’s (PEP, ELLA or 504)
- Upload new documents to Infinite Campus and delete old documents. These documents will be stored in the following location: Student Information-PLP-Documents. (See admin for tutorial)
- Adding and deleting program flags with the contact staff member’s name in Infinite Campus for each of these students. (See admin for tutorial)

Administration will be responsible for the following steps in this process:

- Creating sections of a course titled “Roster of Students” in Infinite Campus for the building 504 coordinator, TAG teacher and ELL teacher. These sections may not be needed if all students within a specific program are already scheduled into a course with the designated teacher responsible for this program.
- Managing the course rosters in Infinite Campus for each of these sections of the “Roster of Students” course.

